

# Heart of England Training

## Inspection report

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**Unique reference number:** 52163

**Name of lead inspector:** Judy Birkenhead HMI

**Last day of inspection:** 15 October 2010

**Type of provider:** Independent learning provider

**Address:** Heart of England Training Limited  
Eleven Arches House  
125 Yates Avenue  
Rugby  
CV21 1FD

**Telephone number:** 0800 0281576

## Information about the provider

1. Heart of England Training (HOET) Limited is a private training provider. Established in 1996, the head office is in Rugby and the company has seven training centres in Rugby, Coventry, Birmingham, and Leicester. Heart of England Training is funded through the Skills Funding Agency and the Young People’s Learning Agency.
2. The company provides training for 584 work-based learners in business administration, customer service, team leading, management, hairdressing, beauty therapy and 80 Foundation Learning and Entry to Employment (E2E) learners. In addition, 90 learners aged 14 to 16 from local schools are on vocational programmes and seven learners on hairdressing and beauty therapy Diplomas through consortia within Rugby and Coventry.
3. The senior management team consists of a managing director and four senior managers. They are supported by a team of eight business development advisors and six administrators based at the main centre in Rugby. A team of 12 internal verifiers and 56 assessors work across the seven centres.
4. In March 2010, unemployment in Warwickshire and Leicestershire was just below the national rate of 7.9% but in Birmingham it was much higher at 13.5%. The number of people without a qualification in Leicestershire is lower than the national rate of 12.3%. It is marginally higher in Warwickshire and much higher in Birmingham at 20.6%. According to the 2001 census, the proportion of people from minority ethnic groups in Birmingham and Leicestershire is three times higher than the national rate of 9% for England and Wales.
5.
  - HOET is subcontracted to Rathbone to provide foundation learning in Leicester.

Type of provision	Number of enrolled learners in 2010/11
<b>Provision for young learners:</b> 14-16 Foundation learning – E2E	82 full-time learners 47 full-time learners
<b>Employer provision:</b> Apprenticeships	788 full-time learners

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 1</b>
<b>Capacity to improve</b>	<b>Grade 1</b>
	<b>Grade</b>
Outcomes for learners	1
Quality of provision	1
Leadership and management	1
Safeguarding	2
Equality and diversity	1
<b>Subject Areas</b>	<b>Grade</b>
Hairdressing and beauty therapy	2
Business administration and law	1

## Overall effectiveness

6. The overall effectiveness of HOET’s provision and capacity to improve is outstanding. Outcomes for the majority of learners are outstanding. Learners develop excellent personal, social, practical and employability skills. They significantly improve their social and economic potential. Learners feel safe and take positive action to improve their health and well-being. They work hard to raise money for charities and support community activities.
7. The quality of provision is outstanding. Teaching and learning are very good with outstanding provision in business administration and foundation learning. Learners benefit from learning activities that are lively, stimulating and challenging. Staff plan learning sessions well and learners are particularly responsive. HOET’s arrangements to meet the needs and interests of learners and employers are outstanding. Partnerships are outstanding and care, guidance and support highly effective.
8. Leadership and management are outstanding. Arrangements to promote the safeguarding of learners are very good. The promotion of equality and diversity is outstanding. HOET’s engagement with users to support and promote improvements is outstanding. The self-assessment process is fully inclusive and the self-assessment report is highly accurate.

## Main findings

- Outcomes for learners are outstanding. Learners' complete their qualification well within their planned end dates. Success rates for business administration and law and foundation learners are outstanding. Overall apprentice success rates are consistently above national rates. Learners' develop excellent personal, social, practical and employability skills.
- Learners significantly improve their economic and social well-being. Business administration, hairdressing, and beauty therapy learners make particularly good progress at work, achieving management roles and positions with increased responsibility. Learners in a minority of salons develop outstanding customer care skills and display a confident professional approach to clients.
- Learners feel very safe. They demonstrate a good understanding of safe working practices. They participate in a healthy breakfast option and in workshops and learning projects to improve their understanding of health and well-being. Learners make a strong and positive contribution to the community through voluntary work and fund raising activities.
- The quality of provision and teaching and learning are particularly good with outstanding aspects. Learning is lively and stimulating. Sessions are brisk, purposeful and productive. On-and-off the job teaching and learning are very good. Staff plan training well and learners are strongly engaged in learning. In a few sessions, lesson plans and targets for hairdressing learners lack detail.
- HOET's arrangements to meet the needs and interests of learners and employers are outstanding. Learners and employers' satisfaction is very high. All learners have outstanding opportunities to progress in their career. Business administration and foundation learners have an excellent enrichment programme. Employers value highly the flexible assessment and training.
- Partnerships are outstanding. HOET's well-established links with employers and key partners are highly effective and benefit learners. Staff lead locally on national initiatives for learning. The excellent relationships with local private, public sector and voluntary organisations provide effective progression routes and vocational opportunities for disaffected young learners.
- Care, guidance and support are highly effective. Hairdressing and beauty therapy learners receive good individual support for their specific learning needs. Staff provide this flexibly at centres and times to suit learners. Support champions are available in each centre. Business administration learners receive outstanding advice and guidance, and excellent support.
- Strategic leadership and management are outstanding. Leaders and managers are successful in raising expectations and promoting high standards. They create a supportive culture that aspires to, and provides, excellence. Demanding targets are set throughout the organisation. Continuous professional development has a very high priority and is particularly effective.
- Arrangements to promote the safeguarding of learners are good. Managers and staff promote procedures for safeguarding young learners and vulnerable adults well. All staff receive appropriate safeguarding training and a Criminal Records

Bureau (CRB) check. The procedure for reporting safeguarding concerns is well established and effective. A robust system of risk assessments is in place.

- The arrangements for equality and diversity are outstanding. HOET promotes equality and diversity particularly effectively. Learners benefit from strong exposure to equality and diversity throughout the curriculum. Staff cover this area well at reviews. Managers systematically monitor the performance of different groups of learners. Partnerships to widen participation are productive.
- HOET's engagement with users to support and promote improvements is outstanding. An excellent strategy for learners' involvement provides them with a good variety of methods to contribute to the improvement process. Managers analyse feedback systematically. They identify useful actions that are shared at regular meetings to help manage and improve the provision.
- The self-assessment process is fully inclusive and the self-assessment report is used well by staff. However, the leadership and management section is too general. Quality improvement arrangements are particularly effective and cover all aspects of the provision. HOET has a well-established system for observing teaching and learning.

### **What does Heart of England Training need to do to improve further?**

- Set challenging targets to sustain the increases in learners' success rates for hairdressing and beauty therapy.
- Provide further opportunities for subject areas to share good practice.
- Provide more subject specific information in the leadership and management section of the self-assessment report.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- very enjoyable lessons
- friendly and helpful staff
- enthusiastic support from teachers
- practical elements of the learning
- safe training environments
- being able to transfer the theory they learn in classroom teaching to their work place.

#### **What learners would like to see improved:**

- the ability to adjust the height of the styling chairs
- the numbers of hairdressing clients
- refurbishment of the 'chill out' areas in a minority of centres.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- flexible and quick speed of response from HOET
- comprehensive induction
- support and advice on a variety of issues
- the way in which they work hard to get things right
- open and honest relationship with HOET
- being able to visit the centre at anytime
- the way in which training is adapted to suit their requirements.

### **What employers would like to see improved:**

- nothing identified.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 1**

9. HOET has an excellent record of sustained improvements and has tackled all the areas for improvement identified at the previous inspection. Strategic management and direction is outstanding and is based on a clear focus on learners' needs. This has been very successful in improving communications, learners' progress and raising standards. Quality improvement arrangements are robust and highly effective. Internal verification is good. All staff and learners have a very good appreciation of targets and what they need to do to succeed and most learners' progress is outstanding. HOET manage resources well to benefit learners.
10. The well-defined links between business planning, the self-assessment report and development planning are highly effective. Managers and staff use data particularly well and challenging targets are set and met. Their continual use of learners and employers' feedback to improve the provision is outstanding. The self-assessment report is evaluative and self critical. Staff use this well to inform improvement planning. HOET is fully aware of its strengths and its areas for improvement. Staff share good practice.

### Outcomes for learners

**Grade 1**

11. Outcomes for learners are outstanding. Overall success rates for all apprentices have continued to increase, year on year, from 2006/07 to 2009/10. Learners' complete their qualification well within their planned end date. This is substantially higher than the national rate. Success rates for 2008/09 have been maintained at a high rate and above the national rate. Success rates for all groups of learners are comparable. Progression rates for foundation learners in 2008/09 are outstanding.
12. Learners' development of personal, social, practical and employability skills is outstanding and very good in hairdressing and beauty therapy. Their confidence and self esteem is significantly improved. Good use of work placements develops foundation learners' employability skills and challenging outdoor pursuits extend good team building skills.
13. Learners substantially improve their economic and social well being. They make particularly good progress in their work role and a significant number achieve management positions and increased responsibility. In some hairdressing salons, learners' develop outstanding customer care skills and display a confident professional approach to clients.
14. Learners feel safe. They demonstrate good safe working practices and an increased understanding of personal and workplace safety issues. They develop a better awareness of the need to have regard for their personal welfare.

Foundation learners regularly discuss aspects such as safeguarding, equality and diversity and health and safety at breakfast meetings.

15. Learners make good informed choices about their own health and well-being, which staff promote well through the curriculum. Most learners participate in the healthy breakfast option. Foundation and business administration learners participate in an extensive programme of workshops and learning projects on improving their health and well being.
16. Learners make a strong and positive contribution to the community through work with care homes, asylum seekers and fund raising activities for charities, such as cancer research and Children in Need. Foundation learners use their breakfast meetings to successfully plan community fundraising activities.

## **The quality of provision**

## **Grade 1**

17. The quality of provision is outstanding. Teaching and learning overall is very good and outstanding in business administration and law. Sessions are brisk, purposeful and very productive. Learning activities are lively, stimulating and challenging. On-and-off the job teaching and learning in hairdressing and beauty therapy are good and outstanding for the Diploma in hair and beauty studies. Assessment practice is very good. Business administration learners have extremely clear and precise targets. In a few hairdressing and beauty therapy sessions, lesson plans and learners' targets lack detail.
18. HOET's arrangements to meet the needs and interests of learners and employers is outstanding. Learners and employers' satisfaction is exceptionally high. Hairdressing and beauty therapy learners have outstanding opportunities to progress in their career. Most E2E learners progress to good jobs. HOET provides flexible training and assessment arrangements to suit learners and employers' needs. Business administration, beauty therapy and foundation learners participate in excellent enrichment programmes. The provider recognises this could be better for hairdressing.
19. Partnership working is outstanding. HOET has well established links with employers and key partners which benefit learners. It works well with private and public sector organisations to share good practice and works collaboratively to develop progression routes and vocational opportunities for young learners, most who have not been previously successful in education. Strong links with the secure training centre has improved social inclusion in the community. Employer links are especially productive and learners benefit highly from the strong positive working relationships.
20. Care, guidance and support are outstanding. Learners receive particularly good individual support for their specific learning needs. Staff provide this flexibly at times and centres to suit the learner. Support champions are available in each centre. Most learners start from very low levels of prior achievement. Excellent information advice and guidance supports the good progression rates. Most



hairdressing staff are industry practitioners and salon owners. HOET's productive links with an extensive range of specialist organisations supports learners' welfare needs and the removal of barriers to learning.

## **Leadership and management**

## **Grade 1**

21. Leadership and management are outstanding. HOET has a well informed and strong senior management team that successfully promotes a very effective focus on learners. Leaders and managers are successful in raising expectations and promoting high standards for all staff and learners. They create a supportive culture that aspires to and provides excellence. HOET promotes and implements national and local priorities and initiatives particularly successfully. Staff piloted functional skills and now provide training for other education and training providers. Communication is excellent. Managers keep stakeholders well informed through a wide range of communication networks. Stakeholders participate well in HOET's training programmes. Demanding targets are set and met throughout the organisation. Continuous professional development has a very high priority and is highly effective.
22. Arrangements to promote the safeguarding of young learners and vulnerable adults are good. Two designated members of staff, one male and one female ensure that the communication of the well established safeguarding policies and procedures is effective and that a review takes place annually. Staff, learners and employers fully understand their individual responsibilities. The provider has appropriate links with relevant external agencies. All staff have completed appropriate safeguarding training. The designated officers attend a range of additional safeguarding training and cascade this internally. Learners benefit from a strong commitment to anti-bullying and comprehensive health and safety arrangements. A robust system of risk assessments is in place. HOET maintains an appropriate single record of Criminal Record Bureau checks for all staff.
23. HOET's arrangements for promoting equality and diversity are outstanding. It successfully implements a range of highly effective equality and diversity policies and procedures that are updated annually. Equality and diversity champions disseminate equality and diversity good practice at staff meetings attended by a learner representative. Staff equality and diversity training is current. All learners have an excellent introduction to equality and diversity at induction which staff reinforce well during reviews. Learners benefit from strong exposure to equality and diversity through the curriculum, diversity awareness workshops and cultural days. HOET works particularly effectively with partners, to widen participation and to enhance social cohesion. Equality and diversity is embedded well in lesson plans. Managers regularly monitor HOET's comprehensive equality and diversity single action plan. The provider is highly effective in narrowing the achievement gap for its learners and in attracting young men onto hairdressing and beauty therapy courses.

24. HOET's engagement with users to support and promote improvements is outstanding. The learner involvement strategy is highly effective and provides a very broad range of methods and opportunities for all learners to contribute to improvement. For example, learners attend the annual self-assessment day, focus groups and make effective contributions to quality improvement through questionnaires, suggestion boxes and 'Your Voice' feedback forms. Systematic analysis of feedback provides managers with a wide variety of actions that they share at meetings to help manage and improve the provision. Learners make real contributions to developing the business and lead on important initiatives. Most staff progress from initial training programmes into senior positions. The use of feedback from employers to plan and review the provision is outstanding. A number of training programmes for employers are now in place following employer requests.
25. Quality arrangements are highly effective. Comprehensive quality assurance arrangements cover all key aspects of the provision and are effective at generating quality improvements. The system for observing teaching and learning is well established. Managers and staff use the quality improvement plan effectively, which links closely to the self-assessment report with useful cross-referencing. The internal verification system is robust. Staff use data well to identify trends and monitor progress. The self-assessment process is very good and the self assessment report is accurate. Staff use this well to focus improvement. The leadership and management section of the report is too general.
26. Management of resources secures good value for money. Financial management is very good. HOET makes excellent use of learners and employers' views to improve the provision. The ratio of staff to learners is very good. Apprentices make outstanding progress and achieve well within their planned end dates. Good progress has been made to improve staff training and increase the number of suitably qualified teaching staff. HOET training centres are located on main streets of town centres and easily accessible to learners.

## Subject areas

### Hairdressing and beauty therapy

**Grade 2**

#### Context

27. HOET provide hairdressing and beauty therapy programmes at salons in the East and West Midlands areas. Off-the-job training takes place in HOET's training centres in Rugby, Coventry, Birmingham and Leicester. Other training takes place in learners' work places and in secure training centres. Some 112 advanced apprentices, 219 apprentices and 36 foundation learners are on hairdressing programmes. In beauty therapy there are 104 apprentices, 20 advanced apprentices and 22 learners on foundation learning programmes. Some 97 learners are on pre-16 learning programmes.

#### Key findings

- Success rates on all programmes are high. All programmes for hairdressing and beauty therapy have been consistently above national averages over the past three years. Success rates for learners who complete their programmes earlier than their planned completion date is high and well above national averages.
- Learners develop good employability skills. Learners begin working with clients early in their programmes and have time to develop good communication skills and converse well with clients. Learners on programme led pathways in beauty therapy are particularly confident in dealing with a wide variety of clients.
- Career progression is outstanding for E2E learners. Most progress to particularly good jobs, including working on cruise ships or have their own salons. Progression rates to advanced apprenticeships are particularly good. Over the past three years 65% of hairdressing and 79% of beauty therapy apprentices progressed to advanced apprenticeship programmes.
- HOET provide strong reinforcement of health and well-being. Learners are encouraged to eat healthily. Fresh fruit and ingredients for a healthy breakfast are freely available in all training centres. Common areas have colourful and informative posters providing nutritional advice as well as support to stop alcohol or drug abuse.
- Learners make a good and positive contribution to the community. Most help raise money for local charities. For example, the pamper days for asylum seekers and care homes. Other learners are involved in local and national fund raising events with their employers including raising money for cancer and children's charities.
- On-and-off the job teaching and training is very good. Teaching for the Diploma in hair and beauty studies is outstanding. Staff plan learning with detail. They help learners use their understanding of the theory of the colour spectrum in practical sessions particularly well, for example, during the application of nail enamel. Assessment judgements are thorough and accurate. In a few sessions, lesson plans lack detail.

- Target setting is satisfactory. Learners have long-term targets in their portfolios and the identification of short-term targets takes place during reviews. However, occasionally the setting of targets is inconsistent. Long, medium and short-term target setting by a minority of employers in the partnership salons is excellent but others do not always follow up targets or complete target dates.
- Training arrangements meet the needs of learners and employers particularly well. Partnerships with salons are excellent. Employers choose the flexible attendance patterns for off-the-job training, or take full responsibility for all or some components of the qualification. Enrichment in beauty therapy is very good but less so in hairdressing.
- Support and guidance for learners is outstanding. Individual support for specific learning needs is flexible and thorough. Learners receive excellent advice and guidance from knowledgeable and experienced tutors and employers. HOET places apprentices made redundant from salons on programme led apprenticeship until they find new employers.
- Leadership and management are very good. Managers promote high standards and a supportive culture. Well informed and committed staff focus effectively on quality improvements. Well-managed resources are fit for purpose and support learning.
- Safeguarding is good. Learners feel safe both in the training centres and in their work places. Learners know what to do and who to go to if they had any issues regarding safeguarding. Learners and employers have an awareness of safeguarding but staff do not systematically reinforce the requirements during review visits.
- The promotion of equality and diversity in the curriculum is outstanding. Learners have regular clients from a wide variety of different cultures. They work confidently on African, Asian and European hair types and on different racial skin tones. Some 5% of apprentices on beauty therapy apprenticeships and 13% on hairdressing programmes are males. This is unusual and well above national rates.
- Learners and employers involvement in making decisions is outstanding. For example, following a request for longer lunch breaks, staff rearranged learners' timetables. Staff changed learners' uniforms following the findings of focus group meetings. HOET carry out frequent surveys with employers and learners. The analysis of the surveys drives changes to the organisation of the training provision.

### **What does Heart of England Training need to do to improve further?**

- Improve the reinforcement of learners and employers' understanding of safeguarding by providing assessors with a useful set of question and answer prompts to use at reviews and by sharing good practice from other programmes.
- Improve the consistency of target setting by ensuring that staff and employers follow up short-term targets and dates for the next reviews are clearly set.

- Share good practice in teaching and learning. Ensure all lesson plans include more detail on teaching and learning strategies to challenge and engage the learner.

## Business administration and law

## Grade 1

### Context

28. HOET provides business administration programmes for learners aged 14 to 16, young people aged 16 to 18 and adults. Around 60% of learners are female. Some 113 learners are enrolled on business administration courses with 56 apprentices, 27 advanced apprentices, 22 E2E and eight entry level learners.

### Key findings

- Outcomes for learners are outstanding. Overall success rates and the number that complete successfully by their target end date for apprenticeships and advanced apprenticeships are particularly high and consistently well above national averages.
- Learners develop excellent academic, administrative and professional skills, which enable them to produce good portfolios of evidence and make very good progress at work. Learners also develop very good personal and social skills, which improve their confidence and well-being and help them interact successfully with other learners and with colleagues at work.
- Learners feel very safe and secure. They understand safeguarding and how to report their concerns. Staff cover health and safety and personal well-being thoroughly at induction, throughout training, assessment and reviews and during the provider's every learner matters programme.
- Teaching, learning and assessment are particularly good with many outstanding sessions. Staff plan sessions in great detail, prepare thoroughly and provide tuition in a brisk, purposeful and focused way. Activities are lively, stimulating and challenging. Resources are good. Learners attend regularly, respond very positively and enjoy their work. A few learners are not involved at the beginning and end of sessions in summarising key learning points.
- Assessment is excellent. Assessors give very detailed and precise feedback which enables learners to complete tasks to a high standard and achieve qualifications quickly and successfully. Relationships between business administration assessors and employers are very positive. Employers help learners find appropriate opportunities for portfolio evidence. In a few instances, assessors' questions are not challenging enough.
- HOET has excellent arrangements to meet the needs and interests of users. Arrangements for training and assessment are very flexible. Progression is particularly good. Business administration learners have excellent enrichment opportunities. The successful 'Excellence in Learning' day programme, which extends business knowledge and understanding, was implemented by HOET in response to employers' feedback.
- Business administration managers and assessors work very successfully with a wide range of partners in the public and private sectors. Partnerships to provide NVQ business administration at level 1 HOET has developed with several

schools in Coventry and Rugby. Learners achieve their qualifications successfully. Employers' value business administration programmes very highly.

- Care, guidance and support for learners are very good. Close liaison between the business development team and subject staff ensures that learners are on the right programme level. Retention is very high. Learners receive comprehensive diagnostic screening to determine additional needs which are met very effectively. Individual learners receive excellent support from staff to enable them to succeed.
- Leadership and management are excellent. Managers have very high aspirations and expectations. They communicate these effectively so that business administration trainers, assessors and learners understand and support them fully. Managers and assessors use data and other information to measure and monitor progress accurately. Ambitious, realistic and achievable targets maintain high performance.
- Safeguarding is very effective. Policies and procedures are transparent and understood by learners, assessors and employers. Staff promote safeguarding practices particularly well from induction and throughout learning programmes.
- Staff promotion of equality and diversity throughout the programme is outstanding. Learners have a very good understanding of the way equality and diversity relates to their personal lives and to their work. HOET checks new employers' equality and diversity practice before agreeing to work placements for apprentices. Managers monitor differences in performance by different groups and take effective action.
- Learners contribute keenly to the improvement of provision. For example, learners participate and contribute to self-assessment training sessions. Staff listen and respond fully to employers' requests, for example, by introducing the 'Excellence in Learning'. They provide companies with training on new curriculum initiatives.
- Self-assessment is accurate, self critical and evaluative, which the business administration team uses highly effectively to improve provision.

### **What does Heart of England Training need to do to improve further?**

- Develop more challenge and variety in asking questions to extend learners' understanding of knowledge related to their programmes.
- Ensure that all sessions begin and finish with learners summarising key points of learning so that staff are clearer about how much learners know at the start and are confident about how much learners have understood at the end of sessions.

## Information about the inspection

29. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
30. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the three subject areas the provider offers. Foundation learning did not have a separate report. It is included in the main findings of the report.



**Record of Main Findings (RMF)**  
**Heart of England Training Limited**  
**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>				
Full-time learners	761	97	80	584
Part-time learners	0	0	0	0
<b>Overall effectiveness</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Capacity to improve</b>	1			
<b>Outcomes for learners</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
How well do learners achieve and enjoy their learning?	1			
How well do learners attain their learning goals?	2			
How well do learners progress?	1			
How well do learners improve their economic and social well-being through learning and development?	1			
How safe do learners feel?	1			
<i>Are learners able to make informed choices about their own health and well being?*</i>	2			
<i>How well do learners make a positive contribution to the community?*</i>	2			
<b>Quality of provision</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	1			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1			
How effective are the care, guidance and support learners receive in helping them to achieve?	1			
<b>Leadership and management</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a			
How effectively does the provider promote the safeguarding of learners?	2			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1			
How effectively does the provider engage with users to support and promote improvement?	1			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
How efficiently and effectively does the provider use its available resources to secure value for money?	2			

\*where applicable to the type of provision

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